Race to the Top Fund: District of Columbia Application

Presentation of the District's Application

Hosted by OSSE and the State Board of Education

January 11, 2010

Agenda

- 6:30 – 6:50: Summary review of RTTT

- 6:50 – 7:30: Presentation of the District's application

- 7:30 – 8:00: Implementation and next steps
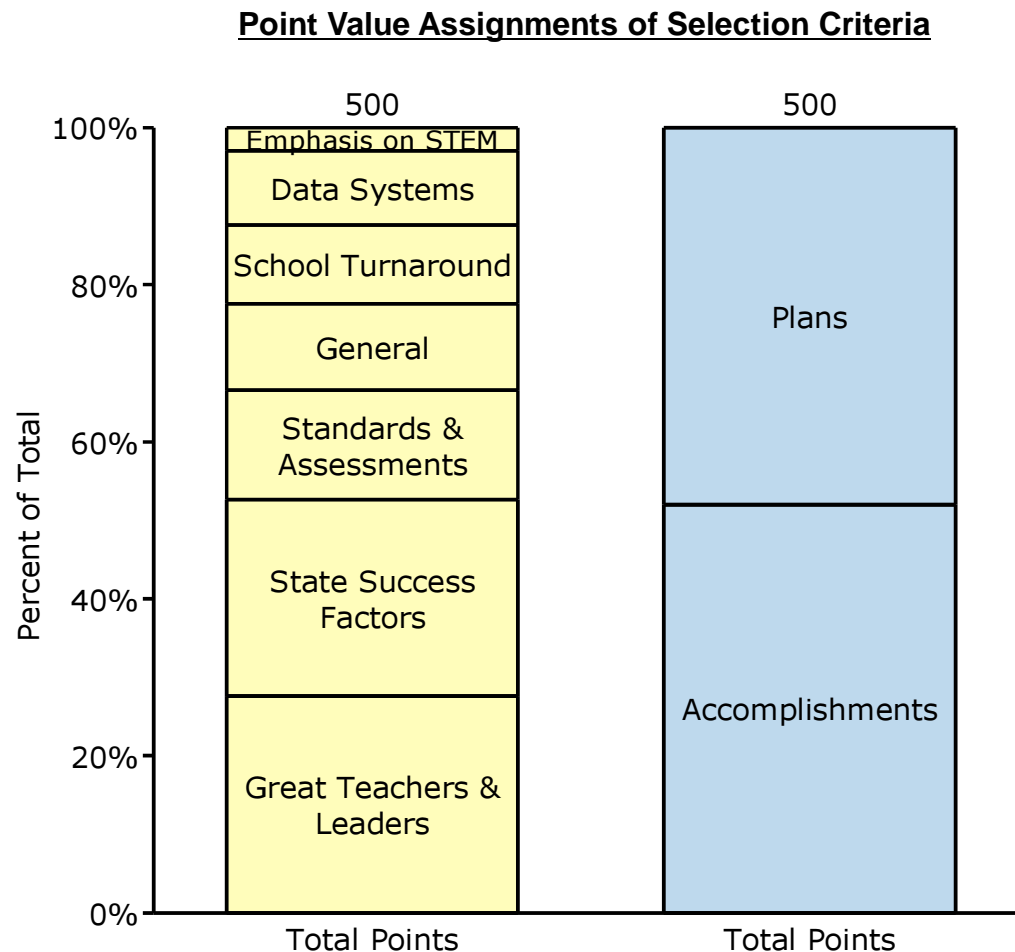
Overview of Race to the Top

- Race to the Top (RTTT) is a federal stimulus grant competition that encourages and rewards states that are creating conditions for education innovation and reform

- RTTT is a state-level grant award – OSSE will use the funds to support districts (DCPS and charter schools) with their reform efforts

- States will receive payment over four years

- Minimum of 50% of state award must go to participating LEAs – the remaining amount can be used by the state directly or awarded to LEAs through grants

- Applications are **due January 19**

Priority Reform Areas: Four Assurances

All applications must address the following assurances:

1.   Standards and Assessments

   ▪ Developing and implementing common, high-quality standards and assessments

2.   Data Systems to Support Instruction

   ▪ Fully implementing a statewide longitudinal data system

   ▪ Accessing data and using it to improve instruction

3.   Great Teachers and Leaders

   ▪ Evaluating teacher and principal effectiveness based on performance

   ▪ Providing alternative pathways for aspiring teachers and principals

4.   Turning Around Struggling Schools

   ▪ Intervening in the lowest-performing schools

Overall Selection Criteria

Point Value Assignments of Selection Criteria

Observations

500

500

Emphasis on STEM	
Data Systems	
School Turnaround	
General	Plans
Standards & Assessments	
State Success Factors	
Great Teachers & Leaders	Accomplishments

Percent of Total: 0% — 20% — 40% — 60% — 80% — 100%

Total Points   Total Points

- Great Teachers and Leaders and State Success Factors count for the most points

- Accomplishments and Plans evenly split
  - Accomplishments – what the state can demonstrate it has done in the reform area
  - Plans – what the state and LEAs will do in the reform area

- Reviewers will evaluate and score reform plans based on the key goals, activities undertaken, and rationale for those activities; the parties responsible for implementing; and the credibility of the plan

- Reviewers will also be looking for "ambitious, yet achievable annual targets"

How the District's application was developed

- Beginning of December: convened working groups comprised of OSSE, DCPS, and charter school representatives – focused on the 4 Assurance areas and have been meeting every week

- Mid-December: Extensive stakeholder engagement with LEAs, a community forum, meetings with external organizations, State Board of Education, Council

- Attended technical assistance workshops with U.S. Department of Education and Aspen Institute

Community Feedback – *Standards and Assessment and Data Systems*

- Common core standards must ensure that students are ready for college

- Data must be accurate, up-to-date, and accessible and understandable to all stakeholders

- Data systems must have the ability to show what students are getting right and what they're missing

- Data systems should link early childhood, k-12, and higher education data, and have indicators around student readiness for each level

Community Feedback – *Great Teachers and Leaders*

- Evaluation system should
    - Be supportive – focus on teacher retention and schools as learning communities
    - Include both qualitative and quantitative information
    - Account for growth, not just meeting standards (so if a students starts at a 3rd grade level, and ends at a 5th grade level, that growth should be acknowledged)
    - Be tied to professional development so that it supports current teachers in becoming more effective
- Every school should have great teachers that connect with kids and make schools communities
- Professional development should include embedded holistic teaching strategies
- Need to articulate what quality teaching looks like at each level and at each subject area
- Effective principals can manage money and people, encourage risk, promote community schools, and reaching out to families
- Mentoring programs are important components of a quality human capital system

Community Feedback – *Turning Around Struggling Schools*

- Provide incentives to turnaround staff based on achievement
- Transform school culture
- McKinley Tech provides a good model for turning around a school – program restart and school facility modernization linked
- Wraparound and health services are important:
  - All LEAs should be required to use the health standards
  - School health centers in every school
  - Integrate wrap around services and "whole child education"
- Use different instructional models, like a multicultural curriculum and more exploratory or Socratic method curriculum
- Strengthen ELL programs
- Create small class sizes
- Provide parental education opportunities
- Engage parents in the immediate community
- School beautification
- Provide quality afterschool programs

Highlights of the District's RTTT Application

Standards and Assessments – *Highlights*

- Adoption of Common Core standards

- Required use of interim assessments

- Mapping of entry-points for students with special needs

Standards and Assessments:
Adoption of Common Core Standards

- Approval by State Board of Education

- Creation of Common Core Standards working group

- Development of standards materials – 'blueprints', guides for teachers and parents, website development

- Professional development for all teachers on new standards

- Modified DC-CAS and mandatory interim assessments

- Mapping of entry-points for students with special needs

- Alignment of high school exit criteria and college entrance requirements

Data Systems – *Highlights*

- Development of School-level Data Capacity

- Support for building student-level data systems

- Improved online data regarding schools and students

- Completion of SLED

Data Systems:
Development of School-level Data Capacity

- Every school must have capacity to analyze school-, classroom-, and student-level data

- Data is used to drive instruction – it must become an integral part of the teaching framework at each school, integrated into lesson-planning, professional development, assessment development, and progress monitoring

- Funding would support:
  - Student-level data management systems that would allow data to be viewed at student, classroom, grade, and school level
  - School-level data professional development to hire or train 'data leads' within schools who could work with staff to make the best use of the data available

Great Teachers and Leaders – *Highlights*

- Development of robust evaluation systems for teachers and principals that include student performance as a key measure

- Statewide growth measure

- Development of Lab Schools for sharing of best practices

- My PD Platform: web/technology-driven PD platform

- Hard-to-staff teacher pipeline support

- Education Leadership degree program (modeled on similar program at Rice University)

- Teacher prep program scorecards and pipeline improvement

Great Teachers and Leaders:
Evaluation Systems

- With RTTT funds, the District will be able to work with all LEAs to improve their human capital systems so that evaluations can be used as tool to improve instruction by:

  - Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development

  - Compensate, promote, and retain teachers & principals

  - Remove ineffective tenured or untenured teachers and principals after they have had ample opportunities to improve

- LEAs with existing resources and systems can use funds to expand and enhance those systems; RTTT also creates space for collaboration so that LEAs can share and leverage strengths to improve across the District
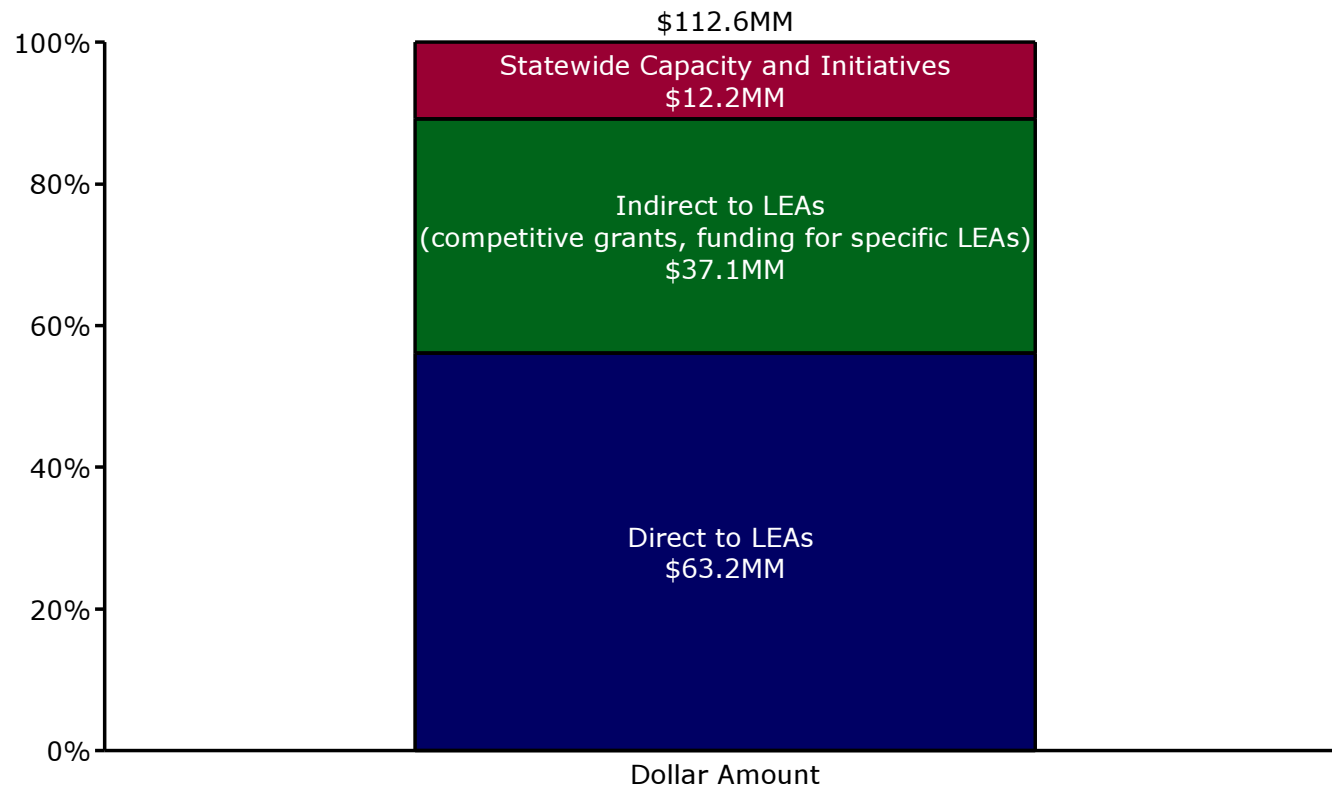
Turning Around Struggling Schools – *Highlights*

- Differential funding support for LEAs in implementing one of four prescribed turnaround options: Turnaround, Restart, Closure, or Transformation

- Prep/planning year funding for turnaround schools

- Capacity support for DCPS Office of School Innovation and PCSB for intervening with lowest-achieving schools

Turning Around Struggling Schools:
Supporting Turnaround Interventions

- Turning around struggling schools involves two significant steps:

  - Identification of the persistently lowest-performing schools by the OSSE

    - This includes either:

      - Schools with graduation rates lower than 60% over two years; or

      - Lowest achieving 5% of Title I schools identified for school improvement under NCLB

  - Selection of one of four turnaround models by the LEA for implementation – Turnaround, Restart, Closure, and Transformation

- Funding will support increasing capacity in the DCPS Office of School Innovation, funding prep years for turnaround teams, and allocating additional per-student funding for turnaround schools during the first four years of turnaround

Distribution of RTTT Funding

$112.6MM

100% ┬ ─────────────────────────────
     │ Statewide Capacity and Initiatives
     │ $12.2MM
     │
 80% ┤
     │   Indirect to LEAs
     │ (competitive grants, funding for specific LEAs)
     │ $37.1MM
 60% ┤
     │
     │
 40% ┤   Direct to LEAs
     │ $63.2MM
     │
 20% ┤
     │
     │
  0% ┴ ─────────────────────────────
            Dollar Amount

Participating LEAs

DCPS	Hospitality PCS
Achievement Preparatory Academy PCS	Hyde Leadership Academy PCS
Arts & Technology Academy PCS	IDEA PCS
Capital City PCS	Imagine Southeast PCS
Center City PCS	KIPP PCS
Cesar Chavez PCS	Maya Angelou PCS
Community Academy PCS	Potomac Lighthouse PCS
D.C. Preparatory PCS	SAIL PCS
E.L. Haynes PCS	Septima Clark PCS
Early Childhood Academy PCS	Thurgood Marshall Academy PCS
Elsie Whitlow Stokes Community Freedom PCS	Tree of Life PCS
Excel Academy PCS	Two Rivers PCS
Friendship Public Charter Schools	Washington Yu Ying PCS
Hope Community PCS	William E. Doar, Jr. PCS

Planning for Implementation

- OSSE will create RTTT Management Office to oversee RTTT initiatives, funds distribution, data tracking, and evaluation of program goals

- OSSE will specifically staff for supporting LEAs in executing RTTT initiatives

- Planning and building of the RTTT Management Office would begin immediately upon notice of the award – summer 2010 activities will include staffing, procurement, and project planning

- Award announcement expected in April – funds are expected to be received before September 2010

For more information

- To view a copy of the draft application, please visit the OSSE website at osse.dc.gov.

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